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ABSTRACT

This is a specialized course in recording basic business terms in shorthand from dictation simulating actual office dictation with special attention given to developing a high degree of speed and accuracy. This course includes spelling, punctuation, and definitions of the most used business terms, preparation of a variety of office forms, and the procedures and ethics of a good secretary. Included are suggested procedures, strategies, and learning activities, resources for students and teachers, and an appendix of suggested test items. (Author/BP)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE



OFFICE-STYLE DICTATION AND TRANSCRIPTION

Business Education—7707.41 (New: 7751.41)

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DIVISION OF INSTRUCTION • 1971

OFFICE-STYLE DICTATION AND TRANSCRIPTION

7707.41 (New: 7751.41)

Business Education

Written by Judy Dominick
And Approved by the Business Education Steering Committee
For Quintester Courses

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, FL 33132
1973

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I. COURSE TITLE—OFFICE-STYLE DICTATION AND TRANSCRIPTION
II. COURSE NUMBER—7707.41 (New: 7751.41)
III. COURSE DESCRIPTION

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A. Synopsis

A specialized course in recording basic business terms in shorthand from dictation simulating actual office dictation. An intensive practice in taking dictation and transcribing materials related to a variety of business transactions with a high degree of speed and accuracy. This course includes the spelling, pronunciation, and definitions of the most-used business terms, preparation of a variety of office forms, and the procedures and ethics of a good secretary.

B. Textbooks

One or more of the state adopted textbooks for advanced shorthand and/or one of the department's choosing.

C. Occupational Relationships

Stenographer	Conference recorder
Legal secretary	General secretary
Executive secretary	Medical secretary
Law clerk	Clerk, general office
Technical secretary	

IV. COURSE ENROLLMENT GUIDELINES

A. Prior Experiences Needed

The student should have attained the objectives of Advanced Dictation and Transcription and The Office in Action prior to enrollment in this course.

B. Pretest

A pretest may be given based on the performance objectives of this course. The test should be used to determine whether the student has attained the objectives of this course and/or the objectives of the preceding courses. It should also be used by the teacher in determining individual placement within the class.

V. COURSE OF STUDY PERFORMANCE OBJECTIVES

Upon successful completion of this course, students will be able to—

1. take office-style dictation from new material at a minimum rate of 90 wpm for 5 minutes and transcribe their notes on the typewriter with 95 percent accuracy;
2. transcribe shorthand notes rapidly and accurately on the typewriter at a minimum transcription rate of 20 net words a minute;

V. COURSE OF STUDY PERFORMANCE OBJECTIVES, Continued

3. produce mailable letters from office-style dictation using correct spelling, punctuation, grammar, capitalization, sentence structure, letter placement, and paragraphing (using a dictionary and reference sources);
4. prepare three types of business forms with acceptable corrections from dictated information with 100 percent accuracy in final form;
5. type finished copies with acceptable corrections from rough draft material containing proofreaders' marks with 100 percent accuracy; and
6. arrange materials properly to insure a steady flow of work and demonstrate other good habits, traits, and attitudes.

VI. COURSE CONTENT

- A. Equipment and Supplies—In addition to those listed in Shorthand Theory (Introductory) and/or Introduction to Machine Shorthand Theory
 1. Office forms
 2. Letterheads
 3. Envelopes—various sizes
 4. Onion skin or second sheet paper
 5. Carbon paper and index cards
 6. Typing erasers, correction tape, or correction fluid
 7. Pencil or soft eraser (for carbon copies)
 8. Transcribing machines with foot pedals, headsets, and pre-dictated belts
- B. Typing Fundamental Skills (Brief Review)
 1. Proofreading
 2. Erasures or corrections
 3. Multiple carbon copies
 4. Business letters
 - a. Letter styles, special notations, placement
 - b. Envelopes
 - c. Punctuation styles
 - d. Business letter writing
 - (1) Qualities of a good letter
 - (2) Effective letter writing
 - (3) English mechanics
 - (4) Planning a letter
 5. Business Report typing
 6. Business forms
 - a. Interoffice memorandums
 - b. Telegrams
 - c. Form letters
 - d. Fill-in forms
 - e. Employment applications

VI. COURSE CONTENT, Continued

- f. Postcards
 - g. Business reply messages
- 7. Tabulations
 - a. In letters
 - b. In memorandums
 - c. In reports
 - d. In business forms
- C. Shorthand Fundamental Skills (Brief Review)
 - 1. Writing and transcribing
 - 2. Building sustained writing and transcription power
 - 3. Increasing reading rates
- D. Review of English Usage and Grammar
 - 1. Punctuation and capitalization drills
 - 2. Word division drills
 - 3. English usage drills
- E. Review of Acceptability Standards (Typing)
 - 1. Rough draft drills
 - 2. Proofreading drills
 - 3. Correction drills
- F. Speed Building
 - 1. Sources of office-style dictation
 - a. Teacher
 - b. Tapes
 - c. Records
 - d. Guest dictators
 - e. Other
 - 2. Materials for dictation
 - a. Practiced
 - b. New
 - (1) Printed
 - (2) Extemporaneous
- G. Transcribing Machine (Optional)
 - 1. Proper use of machines and belts or cassettes
 - a. Foot pedal
 - b. Scanner
 - c. Volume control
 - d. Tone control
 - e. On-off switch
 - f. Headset
 - g. Insertion of belt or cassette
 - h. Other parts
 - 2. Proper use of index tab
 - a. Scanning
 - (1) for starting points
 - (2) for directions
 - b. Figuring words in letters to determine proper placement

VI. COURSE CONTENT, Continued

- 3. Production from pre-dictated belts or cassettes
- H. Personal Traits Needed in Business
 - 1. Honesty
 - 2. Punctuality
 - 3. Attention
 - 4. Concentration
 - 5. Neatness
 - 6. Initiative
 - 7. Responsibility
 - 8. Human relations
- I. Employment Preparation
 - 1. Application
 - 2. Interview
 - 3. Pre-employment tests
 - 4. Sources
 - 5. Grooming

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES

A. Suggested Teaching Methods

There is no established "best" method or procedure of teaching office-style dictation and transcription. The method to be used will depend upon such things as the objectives of the course, the number of students to be taught, the content of the subject matter, availability of resources, etc. The methods that seem best suited for this course are practice dictation, simulated office dictation, audio-visual presentations, technique improvement drills, performance tests, and written tests. It is likely that learning will be enhanced if the methodology used is student-centered and individualized. The learning activities are arranged in groups. The teacher may select one or more activities for each day and should vary activities from day to day.

B. Shorthand Drills and Techniques (In Addition to Those Listed in the Course, Advanced Dictation and Transcription)

1. Reading rates

To increase reading rates of students, have them read from their own shorthand notes, from shorthand plates of daily lessons in their textbooks, and from secretarial magazines. Demonstration by the teacher on how to read material in thought-phrase segments will also help the students increase their reading rates.

2. Writing power

The teacher may dictate material consisting of 500 or more words using office-style dictation at a speed suitable for

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

the slowest student. To build sustained writing power, the same material may then be red dictated two or more times at increasing speeds while students trace their original notes. The repeated dictation should be at a speed that is high even for the fastest student.

3. Dictation

- a. Retention exercises (see Advanced Dictation and Transcription)
- b. Office-style (in addition to that described in Advanced Dictation and Transcription)
 - (1) Local businessmen, school officials, or other teachers could be invited to dictate some of their business correspondence to the class. After transcription of their notes, the best letter may be chosen by the teacher to be sent to the dictator for signing and mailing.
 - (2) The teacher could dictate her own business correspondence which should be transcribed by all students. The best transcription should be given recognition.
 - (3) Businessmen could be invited to record live dictation in their offices, presenting the tape to the shorthand class. This would provide the students with dictation using different methods and voices. A variety of types of businesses--legal, medical, insurance, realty, etc.--may be included.
 - (4) Provide students with duplicated copies of shorthand notes taken from office-style dictation. Have them transcribe these notes on a timed basis in an assigned letter style and punctuation style.
 - (5) Drill should be provided in estimating letter length of office-style dictation.
 - (6) By the end of the course, the students should be able to take office-style dictation from practiced material at a minimum rate of 100 wpm for 5 minutes and transcribe their notes on the typewriter with a minimum of 95 percent accuracy.
- c. Direct dictation (see Advanced Dictation and Transcription)
- d. Other sources (see Advanced Dictation and Transcription)

C. Transcription

1. Standards

- a. The appearance of the overall product should be emphasized. Mailability standards should be stressed so that students will have an understanding of office standards. If a student turns in a transcript which does not meet these standards, the student should be required to either retype or correct the transcript.

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

- b. A concomitant learning may involve the cost of producing and mailing a letter, time and motion studies, and the need to use care in making original transcriptions.
- 2. Letter styles and placement
 - a. Review of the basic letter styles should be provided so that students can determine their own letter placement. Give exercises in estimating letter length from shorthand notes. Exercises that require the lengthening and shortening of letters to assure proper placement on the page are important.
 - b. Exercises on shortening a letter could include these techniques:
 - (1) Allowing less than a double space between paragraphs by using the variable line spacer.
 - (2) Allowing two instead of three blank lines between the complimentary closing and the dictator's name.
 - (3) Typing the dictator's title on the same line with his name.
 - (4) Typing reference initials on the same line as the last closing line of the letter.
 - c. Exercises on lengthening a letter could include these techniques:
 - (1) Using the variable line spacer to leave a little more than a double space between paragraphs.
 - (2) Increasing the spacing between the heading and inside address.
 - (3) Increasing the spacing between the body of the letter and the closing.
 - (4) Leaving an additional blank line between the complimentary closing and the dictator's name.
 - (5) Typing the dictator's title below his name.
 - (6) Typing the reference initials an extra space below the last closing line.
- 3. Envelopes

Brief reviews of the ZIP rules for addressing and of chain feeding of envelopes are important. Practice should be provided on addressing standard large and small envelopes and in using window envelopes. The class could be provided with a ZIP code directory so that students can look up ZIP codes for various addresses throughout the United States.
- 4. Proofreading
 - a. Have students exchange papers and proofread for thought content of paragraphs, number errors (reading each figure separately), punctuation errors, and spelling errors. Provide drills which consist of letters containing typographical errors as well as errors in punctuation, spelling, capitalization, word-omission, word division, paragraphing, number styles, and

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

abbreviations. Have the students find as many of the errors as they can; then review with other students all the corrections which should have been found. The students then may type the letters in mailable form.

- b. Provide students with rough drafts of material dictated in office style. Students should be able to revise these drafts by using the appropriate proofreading marks. The students then should retype the rough drafts in good form.
- c. Provide the students with two sets of addresses, one list containing addresses without error, the other list with the same addresses with some errors. The student is to compare each set of addresses. If both addresses are correct, a check mark should be placed in the answer column. If the addresses differ in any way, the student should circle the error(s).

5. Tabulation

- a. Dictate letters that contain tabulated material and have the students transcribe these letters in mailable form.
- b. Distribute longhand rough drafts of columnar material with indicated corrections and have the students type this material in correct tabulated form.
- c. Have students type transcription projects containing tabulation that may be found in secretarial magazines.

6. Report transcription

Basic rules for manuscript typing should be reviewed and exercises provided for the students to reinforce their skills in this area.

7. Business forms

Review of the various forms that businesses use should be given to the students; drills should be provided which will help the students determine what business form to use when a particular problem arises. Information to be included on these forms should be dictated to the students and then transcribed on prepared business forms. Students should be given practice in filling out these forms within a given time limit.

8. Letter composition

- a. Distribute to the students a business letter and dictate information to be included in their response letters. After the students have composed and typed a response, small groups may select a best letter. All of the "best" letters may be read to the class and the students might choose the letter which is most effective in following the principles of a good business letter.

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

- b. Composition of an interoffice memorandum and telegram can also be included. A time limit should be given depending on the complexity of the problem.

D. English Mechanics (See Shorthand Transcription)

E. Stenographic Procedures (See Shorthand Transcription)

F. Employment Preparation (See The Office in Action)

G. Personal Development

Show films on personal development. Dictate material on desirable personal traits and good grooming and have the students transcribe this material. Invite charm school personnel or cosmetologists to demonstrate proper conduct, dress and grooming.

H. Business Problems

Provide the students with business problems that may be confronted while working in an office, and conduct a class discussion based on their responses. Here are two suggested problems:

1. Your telephone rings while your boss is standing next to your desk giving you special instructions regarding some correspondence that you are about to transcribe. Should you ignore the telephone and pay attention to what the boss is saying, or should you answer the telephone immediately even though your boss is still talking to you?
2. Assume that you are the only employee in an office. Your boss has left on a business trip. Before he left, he instructed you to stand by the telephone to receive some important information for you to handle while he was gone. He indicated that he would call in this information at 11:30 a.m. It is now 12 noon and he has not yet called. This is the time you usually leave for lunch. Should you assume that he forgot or changed his mind about calling and leave for lunch as usual?

VIII. EVALUATIVE INSTRUMENTS (See Advanced Dictation and Transcription)

The tests and quizzes described on pages 9 and 10 of the previous course, Advanced Dictation and Transcription, would be appropriate for this course provided that special emphasis is placed upon office-style dictation and transcription. Related materials are suggested in the Appendix of this course of study.

IX. RESOURCES FOR STUDENTS

- A. Basic Books (See Advanced Dictation and Transcription)
- B. Supplementary Books (In Addition to Those Listed in Advanced Dictation and Transcription)

Hutchinson, Lois I. Standard Handbook for Secretaries, 7th ed. New York: Gregg Division of McGraw-Hill Book Co., 1967.

Liles, Parker; Brendel, Leroy A.; and Krause, Ruthetta. Typing Mailable Letters, 2nd ed. New York: Gregg Division of McGraw-Hill Book Co., 1969.

Vermes, Jean C. Secretary's Index to English. West Nyack, NY: Parker Publishing Co., 1972.

- C. Workbooks (See Advanced Dictation and Transcription)
- D. Tapes and Cassettes (See Advanced Dictation and Transcription)
- E. Records (See Advanced Dictation and Transcription)

The Dictation Disc Company has one series especially appropriate for this course. The title of this series is "The Corporate Giants Dictate." The cassettes cost \$200: it is also available on records for \$65. The dictation is at speeds from 50 to 140 words a minute.

- F. Films and Keyboard Chart (See Advanced Dictation and Transcription)

X. RESOURCES FOR TEACHERS

- A. Books (In Addition to Those Listed in Advanced Dictation and Transcription)

Bourne, Charles P. Methods of Information Handling. New York: John Wiley and Sons, Inc., 1963.

Bowman, Wallace B. and Oliverio, Mary Ellen. Shorthand Dictation Studies. Cincinnati: South-Western Publishing Co., 1964.

- B. Tests

Leslie, Louis A. and Zoubek, Charles E. Graded Transcribing Tests, Diamond Jubilee Series. New York: Gregg Division of McGraw-Hill Book Co., 1964.

Leslie, Louis A. and Zoubek, Charles E. Gregg Transcribing Tests, Diamond Jubilee Series. New York: Gregg Division of McGraw-Hill Book Co., 1971.

- C. Periodicals (See Advanced Dictation and Transcription)

X. RESOURCES FOR TEACHERS, Continued

D. Bulletin Boards (See Advanced Dictation and Transcription)

E. Film (See Advanced Dictation and Transcription)

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APPENDIX

SUGGESTED TEST ITEMS

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A. Dictation and Transcription Test

PART I—DICTATION

Three business letters will be dictated "office style." When the dictation is over, choose one of the takes and transcribe it on the typewriter using the letterheads which are provided. You will be allowed five minutes to look over your notes before you begin transcribing. To make the best use of this time, insert all correct punctuation and use the dictionary for spelling.

PART II—TRANSCRIPTION

Judge your letter length. Type the business letter in modified block style with paragraph indentations. Use mixed punctuation. You will be allowed 15 minutes to transcribe the letter and an envelope. Be sure to proofread carefully before turning in your paper. When time is called, ALL the shorthand must be stapled to the back of the transcript and turned in to the teacher.

B. Business Problems

Read the following problems and then type your opinions as to what should be done.

1. Your employer works with several valuable documents and papers. His type of work necessitates being away from the office a good deal of the time. During his absence, you try to unclutter his desk by filing papers. Whenever you clean his desk, he seems annoyed. Should you just let the papers pile up until he tells you to put them away or should you use your own judgment, try to keep the office neat, and risk an occasional glance of displeasure?
2. Your boss was angry because you didn't fill out a report properly. You defend yourself by saying, "They didn't teach me to do anything like that in school; he shouldn't expect so much from a beginner." Is it reasonable to expect the school to teach you everything that you will need to know? If you find yourself faced with a new assignment and don't know what to do, how can you readily find out?
3. "I have to call you back, Mr. Carter. It will take me a few minutes to get the file; I'm not sure where it is." Does this sound like an efficient procedure for a firm that receives many telephone inquiries? What would you suggest?
4. "Mr. Slough was here a moment ago, but I don't know where he went." What reaction or impression would this statement make on your boss or on a customer if they frequently received this type of response to their telephone calls? What procedure would you recommend?

SUGGESTED TEST ITEMS, Continued

5. The president of the firm telephoned your boss two hours ago about a very confidential matter. You were walking by your boss's office and accidentally overheard him promise to call back and supply the information requested in less than an hour. You realize that your boss never returned the call, and he is about to leave for a two-hour conference. Should you remind him of his oversight even though he might suspect you of eavesdropping?

C. English Mechanics Tests

1. Hyphens

a. In the spaces provided, retype each of the words below, using hyphens to indicate all breaks where each word might be divided correctly at the end of the line. If the word should not be divided, retype it without a hyphen.

(1)	productive	(6)	compared
(2)	conference	(7)	convenience
(3)	realization	(8)	eye-appealing
(4)	transaction	(9)	course
(5)	inevitable	(10)	messenger

b. Retype the following words and phrases, supplying or deleting hyphens where necessary.

(1)	old-fashioned dress	(6)	higher priced car
(2)	poorly-written book	(7)	a coat made to order
(3)	income tax form	(8)	a well read man
(4)	smallest-known bird	(9)	twenty three inch shades
(5)	one-third	(10)	business-like attitude

2. Punctuate the following sentences correctly:

a. Our company is looking forward to many fine profitable associations with you.

b. The expense including the extra charges will be \$100.

c. As we indicated in our last letter your invoice was received filled and filed therefore the shipment should have reached its destination.

d. We received your order No. KRC 300 dated June 23 it will be shipped immediately.

e. The pamphlet Our Company in Action will acquaint prospective employees with job opportunities available in our organization.

SUGGESTED TEST ITEMS, Continued

3. In the following terms, circle the letters which should be capitalized:

- a. southern part of atlanta
- b. the president of abc company
- c. spanish-speaking people
- d. business english and american history courses
- e. 1251 east main drive

4. One of the following business terms in each group may be misspelled. If it is, type the word correctly.

a. misellaneous	cartel	trademark
b. bankruptcy	fiscal	recompance
c. indemnity	bource	cycle
d. accrual	encroachment	recoorse
e. libel	lein	divestitire

5. Complete the correct spelling of each item by supplying the missing letters:

- a. con_ede
- b. accept_ble
- c. cor_elation
- d. question_aire
- e. _rrears

6. Choose and underline the correct word:

- a. Will you (except, accept) the position?
- b. My (advise, advice) is to check the invoice.
- c. Send your application letter and data sheet to our (personal, personnel) director.
- d. Did you (chose, choose) the correct one?
- e. We shipped all the materials (except, accept) for the ribbons.

7. Proofreading

The teacher will give you a completed business form and a transcribed letter. You are to proofread both and indicate the necessary corrections for word omissions, typographical errors, punctuation, spelling, capitalization, paragraphing, or word-division errors. After locating the errors, retype the business form and the letter correctly. The letter will be typed in block style with mixed punctuation.

SUGGESTED TEST ITEMS, Continued

D. Vocabulary Terms

1. Write the following terms in shorthand:

- a. communication
- b. message
- c. effective
- d. recommend
- e. manager

2. Define the following mailing terms; give an example of each:

- a. registered mail
- b. first-class mail
- c. certified mail
- d. insured mail
- e. special delivery

E. Business Forms

Your teacher will provide you with a set of forms which you will use to type three problems. No problem should have more than one error. The teacher will dictate in "office-style" the information to be included on the forms. The forms include a purchase order, telegram, and an interoffice memorandum. Prepare in duplicate.

F. Mailable Letter Tests

Seven letters will be dictated in "office-style." All letters contain 100 words in the body. You are to take all seven letters. After completion of the dictation, you will be allowed five minutes to look over your shorthand notes before transcription begins. To make the best use of this time, insert punctuation and check the dictionary for spelling. You will be given 30 minutes to transcribe as many letters as possible. All letters will be typed in modified block style without paragraph indentations. Use mixed punctuation. Be sure to proofread each letter carefully before removing it from the typewriter. When time is called, all your shorthand notes must be stapled to the back of your transcribed letters and turned in to the teacher.

Sample Grading Scale

5	mailable letters	=	A
4	"	=	B
3	"	=	C
2	"	=	D

(Mailable means that the letter could be signed by the employer without having to be returned for further corrections.)

ANSWERS TO SUGGESTED TEST ITEMS C AND D

C. English Mechanics Tests

1. Hyphens

a. produc-tive
confer-ence
reali-za-tion
trans-ac-tion
inevi-table
com-pared
conve-nience
eye-appealing
course
mes-sen-ger

b. ok
poorly written book
ok
smallest known bird
one-third
higher priced car
a coat made to order
a well-read man
twenty-three-inch shades
businesslike attitude

2. Punctuation

Our company is looking forward to many fine, profitable associations with you.

The expense, including the extra charges, will be \$100.

As we indicated in our last letter, your invoice was received, filled, and filed; therefore, the shipment should have reached its destination.

We received your order No. KRC 300, dated June 23; it will be shipped immediately.

The pamphlet, Our Company in Action, will acquaint prospective employees with job opportunities available in our organization.

3. Capitalization

southern part of Atlanta
the president of ABC Company
Spanish-speaking people
business English and American history courses
1251 East Main Drive

ANSWERS TO SUGGESTED TEST ITEMS C AND D, Continued

4. Spelling

miscellaneous
recompense
bourse
accrual
lien

5. Spelling

concede
acceptable
correlation
questionnaire
arrears

6. Grammar

accept
advice
personnel
choose
except

D. Vocabulary

1. assess

2. incentive

3. overhead

4. overhead

5. incentive